



# **National Association of Licensed Paralegals**

## **Reasonable Adjustments and Special Considerations Policy**

**Version 4: 1st November 2013**

## Introduction

This policy is aimed at centres and learners who are involved in the assessment of the following qualifications:

- NALP level 3 Award in Paralegal Practice
- NALP level 3 Certificate in Paralegal Practice
- NALP level 3 Diploma in Paralegal Practice
- NALP level 4 Diploma in Paralegal Studies
- NALP level 7 Diploma in Paralegal Practice

The purpose of this policy is to set out the procedures that learners and centres should follow when implementing reasonable adjustments and special considerations. The policy also gives details of the service provided by the awarding organisation for some of these arrangements.

This policy is available on our website at [www.nationalparalegals.co.uk](http://www.nationalparalegals.co.uk) or can be obtained by calling 0845 862 7000.

This policy will be subject to review and monitoring by the awarding organisation and if necessary will be amended and updated following feedback from learners and centres. All future versions to this policy will be flagged and will be posted on our website.

Please note that we treat all records of reasonable adjustments and special consideration arrangements in confidence and will not make details available to any other parties.

If learners wish to appeal against the decision by the awarding organisation to decline requests for reasonable adjustments or special consideration arrangements, please refer to our *Appeals Policy*, available to download from our website at [www.nationalparalegals.co.uk](http://www.nationalparalegals.co.uk) or by contacting 0845 862 7000.

### **What are reasonable adjustments and special considerations?**

The National Association of Licensed Paralegals is committed to fair and equal assessment of its qualifications. We expect all learners, regardless of age, sexual orientation, gender, race or disability to have equal and fair access to all the assessments we provide.

Therefore we recognise that in some cases there will be a need for some learners to have access to a range of arrangements which meet their individual needs and provide fair access to the assessments they are undertaking. This could include:

- learners who have a permanent disability or specific learning needs
- learners who have a temporary disability, medical condition or learning needs
- learners who are indisposed at the time of the assessment.

The provision for reasonable adjustments and special consideration arrangements is made to ensure that learners receive fair recognition of their achievement whilst maintaining the equity, validity and reliability of the assessment. In this way, these arrangements make valid provision for learners without making assessment easier for learners.

Learners requiring access to fair assessment can gain these in the following ways:

- through reasonable adjustments and
- through special considerations.

### **Reasonable adjustments**

A reasonable adjustment is defined as an action that will reduce the effect of a disability or difficulty that places the learner at a substantial disadvantage during assessment. Reasonable adjustments must not affect the integrity of the assessment, but may involve:

- making changes for individuals to the standard assessment arrangements, for example allowing learners extra time to complete the assessment
- adapting assessment materials, such as providing materials in Braille for those with visual impairments
- providing access facilitators during assessment, such as a sign language interpreter or a reader
- re-organising the assessment room, such as removing visual stimuli for an autistic learner

Reasonable adjustments are requested and approved before the assessment takes place. The use of a reasonable adjustment will not be taken into consideration during the assessment of a learner's work.

Every request for a reasonable adjustment will be considered on a case by case basis by the awarding organisation. What is reasonable in terms of an adjustment to the assessment will depend on the individual circumstances, cost implications and the practicality and effectiveness of the adjustment.

### **Special considerations**

Special considerations are different to reasonable adjustments as they apply to a disadvantage that occurs to the learner either just before or during the assessment. Reasons for special consideration could be temporary illness, injury or adverse circumstances at the time of the assessment.

Learners may apply for special consideration after the assessment but may not apply for special consideration in the case of a permanent disability or learning difficulty. Special considerations may result in a small post-assessment adjustment to the mark of the learner. The size of the adjustment will depend on the circumstances during the assessment and will reflect the difficulty faced by the learner.

## **Centre roles and responsibilities in reasonable adjustments and special considerations**

Every centre that is approved to run qualifications offered by the National Association of Licensed Paralegals should be in a position to help learners access the reasonable adjustments and special considerations listed below.

### ***Services for learners who have a learning difficulty eg dyslexia***

- ◆ Use of a reader
- ◆ Use of a scribe
- ◆ Use of audio-cassettes
- ◆ Use of a speech synthesiser
- ◆ Use of word-processing or transcription packages/typewriters
- ◆ Use of coloured overlays

### ***Services for learners who have a hearing impairment***

- ◆ Use of a communicator/interpreter
- ◆ Use of mechanical/electronic aids
- ◆ Use of any other suitable aids (recommended by a teacher of the hearing impaired)

### ***Services for learners who have a visual impairment***

- ◆ Use of a reader
- ◆ Use of a scribe
- ◆ Use of mechanical/electronic aids (e.g. audiotape, speech synthesiser)
- ◆ Use of coloured overlays

### ***Services for learners who have a permanent physical impairment***

- ◆ Use of a reader
- ◆ Use of a scribe and/or interpreter
- ◆ Use of mechanical/electronic aids

### ***Services for learners who have a medical condition or temporary injury***

- ◆ Use of a reader and/or scribe and/or interpreter
- ◆ Use of mechanical/electronic aids
- ◆ Use of an assistant in practical tasks

### ***Service for learners whose first language is not English, Gaelic or Welsh***

- ◆ Use of a bilingual dictionary (book form only; not electronic dictionaries or translators)

### ***Change in the organisation of the assessment room***

There may be instances where minor changes to the organisation of the assessment room can benefit learners – for example some learners with visual or hearing impairment or with physical difficulties.

- visually impaired learners may benefit from sitting near a window so that they have good lighting

- hearing impaired learners may benefit from being seated near the front of the room or may need visual/noise stimuli to be removed, such as a ticking clock, from the room.

### **Service for learners who require extra time and/or rest breaks**

Except where performance within a specific timescale is an assessment objective learners and centres can be allowed additional time up to a maximum of 25% of external assessment time, and/or rest breaks, to learners with particular requirements and with appropriate evidence of need. For examinations conducted within centres, the centre is responsible for managing this and there is no need to inform the awarding organisation beforehand. However, invigilators are reminded to note any reasonable adjustments in terms of time on the invigilation form. If the learner requires more than 25% extra time the centre should complete the appropriate form and submit it to the NALP in advance of the assessment.

### **Service for learners who require separate invigilation**

Arrangements for the separate invigilation of any learner may be made at the centre's discretion. Any invigilation arrangements for such learners should not give an advantage or disadvantage to these learners over other learners.

**Please note anyone involved in implementing Reasonable Adjustments; such as a reader, scribe or interpreter should be employed by the centre but not involved in the course delivery.**

### **Submitting applications for reasonable adjustment arrangements**

Centres are required to fill in the *Reasonable Adjustments Application form* for any arrangements which are deemed outside of their individual authority – for example arrangements such as external assessment papers modified or in Braille. **In the case of time constrained assessments such as over a four week period and the centre has assessed the learner to need up to 25% extra time to complete the assessment, centres are required to fill in the Application Form to notify NALP so that a new DEADLINE DATE for the submission by that learner can be recorded.** (For adjustments above 25% please see above) The form is available from our website: [www.nationalparalegals.co.uk](http://www.nationalparalegals.co.uk) , or on request from 0845 862 7000.

Each request should include the following information:

- The nature of the learner's disability/learning need
- The special assessment arrangements requested
- Any supporting evidence or a copy of the evidence.

Requests for modified external assessment papers must be made at least 15 working days prior to the agreed external assessment date.

Requests for external assessment papers in Braille must be made 30 days prior to the external assessment date.

Please post or email the completed form for the attention of The Chief Executive.

Postal address  
NALP  
LG.02 Lincoln House  
1-3 Brixton Road  
London SW9 6DE

E-mail: [info@nationalparalegals.co.uk](mailto:info@nationalparalegals.co.uk)

When we receive the application, we will make a decision and inform centres within 48 hours of receipt. If it will take longer than this to make a decision, we will inform the centre and indicate a timescale for the decision.

### **Evidence requirements**

Learners requiring arrangements for reasonable adjustments should provide centres with evidence of their learning needs or medical condition. The centre must ensure that suitably qualified personnel check that the evidence is current and relevant to the learner. Examples of evidence could be a relevant diagnostic report or statement of learning needs or medical condition from appropriately qualified personnel.

In the case of an appeal, centres must ensure that evidence to support a reasonable adjustment or special consideration is retained for 3 months after the learner has been issued with the results of an assessment.

### **During the examination**

For learners completing external assessment with a centre, the centre will need to record the details of these arrangements on the invigilation form and return it to us with the external assessment papers.

### **Applying for special considerations**

Each application for special considerations will be reviewed on a case by case basis to ensure that the decision made maintains the equity, validity and reliability of the assessment for the learner and does not give the learner an unfair advantage.

Learners need to submit evidence to centres to support their request for special consideration. This may include medical evidence or a statement from the invigilator or any other appropriate information.

Details of any special considerations arrangements should be made on the invigilation form at the time of the examination and returned to us with the external assessment papers.

A learner may be eligible for special consideration if:

- Their performance in an external assessment is affected by circumstances beyond the control of the learner, eg recent personal illness, accident, bereavement, serious disturbance during the assessment

- The alternative assessment arrangements which were agreed in advance of the
- assessment proved inappropriate or inadequate
- Any part of an assessment has been missed due to circumstances beyond the control of the learner.

Centres should complete an application with the following information:

- centre number and name
- learner name
- learner number (where available)
- unit number/code
- qualification title and level
- date of the examination
- summary of adverse circumstances affecting the learner's performance in the assessment
- list of other units of the qualification already achieved
- copy of any evidence submitted to the centre by the learner in support of their request.

Please ensure that the application is signed and dated by the accountable person for quality assurance at the centre. The signatory must declare that the information given is accurate.

Please submit the application as soon as possible after the assessment and not later than 7 working days after the assessment. We can only accept requests for special consideration after the results of the assessment had been released in the following circumstances:

- the application has been overlooked at the centre and the oversight is confirmed by the person at the centre responsible for quality assurance
- medical evidence comes to light about a learner's condition, which demonstrates that the learner must have been affected by the condition at the time of the assessment, even though the problem revealed itself only after the assessment.

Please post or email requests for special considerations to The Chief Executive.

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